Environmental, Cultural, Economic Checklist

Student:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_School:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Socially and culturally disadvantaged student’s performance and behavior in academic settings may give them the appearance of having a disability. The following are factors that may contribute to a student’s difficulties.

*(Check all factors that apply to the student. Use available records, interview with parents, etc. to obtain data)*

**NOTE: For the items that are checked accommodations need to be implemented or more information gathered to determine how significantly the factor is affecting learning and/or behavior.**

1. **Environmental Factors**

\_\_\_\_Limited experiential background (no exposure to enrichment materials (i.e. newspapers, books, magazines)) and experiences (i.e. trips to museums, malls, parks, concerts, etc.)

\_\_\_\_Irregular attendance (a pattern of absences across their school history of at least 25% of the time in a grading period for reasons other than verified personal illness)

\_\_\_\_Transience in school year (at least four moves within elementary; at least two moves within middle school; at least three moves within high school)

\_\_\_\_Home responsibilities interfere with learning activities (caring for siblings while parents work or other major home responsibilities due to absence of parents)

\_\_\_\_ Lack of effective parent partnerships and/or family engagement (inability to share information, participate in problem-solving, and inability to collaboratively celebrate student successes). Lack of effective communication between school and parent/family

1. **Language Factors** (The presence of a single language factor may be the primary cause of the difficulty. If one of these items is checked it needs to be investigated more fully)

\_\_\_\_Lack of proficiency in any language (a discrepancy of one to two years between the child’s chronological age and language age as determined by formal and informal tests)

\_\_\_\_Non-standard English constitutes a barrier to learning (only a foreign language or non-standard English spoken in the home and/or the community, the language of the home exhibits strong dialectal differences)

\_\_\_\_Limited opportunity to acquire academic English (in the content areas); history of instruction in a language other than English

1. **Cultural Factors**

\_\_\_\_Limited experience in school and/or community activities (child does not participate in sports, clubs or other organized activities)

\_\_\_\_Family and/or peer standards in conflict with school and community standards (child receives visible family/peer pressure not to comply with school and/or community standards: history of non-compliant behaviors, police records, gang involvement)

1. **Economic Factors**

\_\_\_\_Child lives in low-income family or Child lives in an environment below the poverty level

\_\_\_\_Child eligible for free and reduced lunch program

\_\_\_\_Student employment interferes with learning opportunities (student is employed more than four hours per school day)

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Signature Position